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ABSTRACT

A project was conducted to extend the planning and implementation for performance-based teacher education (PBTE) and competency-based vocational education (CBVE) in Florida by developing criteria according to which programs could be planned, implemented, and evaluated. A steering committee of Florida vocational educators met throughout the 1983-1984 school year both as a group and in subcommittees to develop two major planning documents. The first, entitled "Criteria for Programs," includes 26 primary criteria and 84 specific indicators for use in planning PBTE programs, training personnel, refining existing programs, and developing program evaluation standards. A survey form for the collection of information about Florida vocational teacher educators was also developed. Appendixes to this report include project meeting agendas and notes, results of the survey of teacher educators, a PBTE position paper, PBTE program criteria, and a Florida Vocational Teacher Educator Information Survey Form. (MN)

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Final Report

Project No. DVACE 1524

From July 1, 1983 to August 31, 1984

Comprehensive Planning for CBVE Implementation- Teacher Education and School Programs

College of Education
University of Central Florida
Orlando, Florida

U.S. DEPARTMENT OF EDUCATION
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Project Director:
Dr. Glen E. Fardig

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ACKNOWLEDGMENTS

The work of this project was undertaken and completed by a group of dedicated Florida vocational teacher educators, rather than by an individual serving as project director. The importance of the committee's contribution to the results of the project cannot be overstated; they were, in fact, the project staff. The group met regularly to plan the project and to discuss the documents under development, and they worked as individuals or in small groups on the various products. They contributed their professional time and expertise without extra compensation. The names of the members of the project committee are presented later in this report. It should also be noted that the project was under the direct guidance and supervision of Dr. Dave McOuat of the Division of Vocational, Adult, and Community Education. It was he who set the general direction for the project committee, conducted the committee meetings, and personally worked with the group in completing its tasks. He was assisted by Dr. Dee Wilder, also of the DVACE, in many of these responsibilities.

Abstract of the Final Report

Title of Project:	Comprehensive Planning for CBVE Implementation - Teacher Education and School Programs
Organization:	University of Central Florida
Project Director:	Glen E. Fardig
Expenditures:	$15,000.00
Duration of the Project:	July 1, 1983 - August 31, 1984
Project Number:	DVACE No. 1524

This project continued an effort by the Florida Division of Vocational, Adult, and Community Education to plan for the wider acceptance and implementation of Performance-Based Teacher Education (PBTE) and Competency-Based Vocational Education (CBVE). The preceding project resulted in a position paper describing a philosophical foundation on which vocational teacher education can be built. The project reported here carries this a step further and describes in detail the criteria for programs using the PBTE approach.

PROBLEM

The Division of Vocational, Adult, and Community Education (DVACE) has made a strong commitment to the implementation of PBTE in the State's vocational teacher education programs. A number of research studies and development projects have been initiated and supported by the DVACE to this end. There has been less than complete understanding and acceptance of PBTE among vocational teacher educators as to what constitutes a fully functioning PBTE program, and how to go about the implementation process. There has been a need for uniform criteria by which to plan, establish, refine, and evaluate PBTE programs, so the effort could go forward effectively. There is also a need to have information about Florida vocational teacher educators in order to utilize their expertise in fostering performance-based teacher education and the related competency-based vocational education (CBVE) in the schools.

OBJECTIVES

The purpose of this project was to extend the planning and implementation process for PBTE in Florida. Building on the PBTE position paper produced earlier, the project was designed to develop criteria by which PBTE programs could be planned implemented, and evaluated. Vocational

teacher educators from the teacher education institutions in the State were to be involved, thus amplifying both the input and the effects of the project. An additional objective was to gather data and general information about vocational teacher educators for use in fostering the PBTE/CBVE effort by the DVACE, and for planning future professional needs.

PROCEDURES

A group of Florida vocational teacher educators was selected to serve as a steering committee for planning for PBTE/CBVE. Among the criteria for selection of members were: (1) knowledgeable of PBTE and committed to its further establishment, (2) representative of vocational service areas and teacher education institutions, and (3) able to work in a group setting and to produce written documents. The Steering Committee met throughout the year as a total group and as subcommittees to discuss the issues and to resolve differences. Individual committee members and project staff finalized the resulting documents in publishable form. Input on the points at issue were received by committee members from their constituents, and were incorporated into the group discussions and decisions.

RESULTS AND POTENTIAL UTILIZATION

Two major documents were produced. The Criteria for Programs provides specific descriptions of what constitutes a performance-based teacher education program. It is organized into the following sections: competency specifications, instruction, assessment, governance and management, and total programs. Included are 26 primary criteria, and 84 specific indicators. This document can be used to plan PBTE programs, train personnel, refine existing programs, and can serve as a basis for developing program evaluation standards.

A survey form for the collection of information about Florida vocational teacher educators was also developed by the Steering Committee and put in final form by the project staff. The Florida Vocational Teacher Educator Information Survey contains 17 items related to demographic data, education, professional status, retirement status, academic strengths, and professional development interests. Data obtained by in survey will be used to plan for human resource utilization, professional development activities, and professional replacement.

INTRODUCTION

The Florida Division of Vocational, Adult, and Community Education (DVACE) has a longstanding and strong commitment to the establishment of competency-based vocational education (CBVE) in the State's public schools and community colleges. The Division has supported research and development projects, instructional materials development efforts, and demonstration sites. It has produced and disseminated a large number of documents designed to be helpful to vocational educators as they seek to install and manage CBVE programs in secondary and postsecondary institutions. The recently completed MGT study on the status of competency-based education in Florida describes this effort in some detail and makes recommendations for what still is to be accomplished.

A parallel commitment, though perhaps less widely known or appreciated, has been made by the Division to foster the implementation of performance-based teacher education (PBTE) in Florida's vocational teacher education institutions and agencies. This is entirely logical and appropriate because competency-based vocational education and performance-based vocational education and performance-based teacher education share the same basic principles and operational procedures. They are both based on rigorously identified competencies (or skills) needed by individuals entering the field, and both assess the learner's proficiency through observed performance of the target competency.

It is generally agreed among vocational educators that one of the most effective ways to prepare teacher for CBVE is through a teacher education program organized around the methods of PBTE. It must be admitted, however, that while PBTE is generally accepted in principle, it is far less actually put into full practice in Florida's teacher preparation programs. There may be a number of reasons for this. The graduates of Florida vocational teacher education institutions have had a good record in their profession and have advanced to leadership positions, so there may be little pressure to change and improve teacher education programs. Vocational teacher educators are experienced and secure in their positions, and may not be anxious to revise their programs. The bureaucracy of universities may make it difficult to effect the significant changes in policy and procedures required of operation PBTE programs. Whatever the reason, there is a great distance to go before Florida teacher education programs can be considered as using the PBTE approach to its full potential.

A previous project funded by the DVACE laid the groundwork for planning for PBTE and CBVE. In that project a group of selected vocational teacher educators met to discuss the future of PBTE/CBVE in Florida. They were chosen because they were knowledgeable about this mode of instruction, and they were in leadership positions in the State. Early in their discussions the group determined that there was need for a basic document describing PBTE as understood and accepted by Florida vocational educators. This document could then serve as a basis for further discussion and planning.

The result was a position paper entitled "Performance-Based Vocational Teacher Education in Florida." This position paper presents the principles of PBTE, identification of program competencies, student assessment, instructional programs, and the relation of PBTE to competency-based vocational education. Input was sought from all Florida vocational teacher educators as to the content of the paper so it represents a consensus rather than the views or philosophy of an individual or a small group. The position paper was produced and published by the Division of Vocational, Adult, and Community Education and has been widely disseminated throughout the State, and indeed nationally. A copy of the paper is included in this report for reference.

NEED FOR FURTHER WORK

While the PBTE position paper serves as a starting point, there is need for a great deal of additional work as vocational educators in Florida look to the future of vocational instruction and vocational teacher preparation. Understandings must be reached, plans must be developed, and programs carried out with all due dispatch if vocational education is to keep up with rapidly moving events in education.

The need for continued and increased effort becomes apparent if one looks at the changes that have taken place in recent years, and new programs that are now in the process of implementation, all of which affect vocational instructors in secondary and postsecondary schools.

- The Florida Teacher's Examination requires that vocational teachers, as well as others, achieve a passing score on a general education and professional education examination before a regular certificate is issued. Teacher education programs must prepare prospective teachers for this examination. Vocational teachers coming into the professional directly from business and industry are especially in need of preparation and assistance. Vocational teacher education programs must have at least 80 percent of their graduates pass this examination or state program approval may be withdrawn.

- The Florida Beginning Teacher Program is now in its third full year of operation. Vocational teachers must complete a successful initial year of teaching before a regular certificate is issued. The Beginning Teacher Program includes performance assessments based on research-identified teaching competencies. Vocational teacher education programs must include these competencies, and must determine that students can demonstrate them in the vocational classroom and laboratory. Vocational teacher educators should be involved as resource persons for beginning teachers.

- The State Master Teacher Program, now under way, requires qualified teachers to achieve a high score on an approved performance assessment instrument. Most counties are using the Florida Performance Measurement System for this purpose. Work must be accomplished to ensure that vocational teachers are adequately and fairly assessed by this instrument.

- Revised Florida teacher certification requirements are now being finalized by the Education Standards Commission. Requirements for vocational certification and renewal will very likely be significantly changed. Stress is being placed on teacher outcomes and performance assessment.

Even a cursory analysis of these new programs and requirements reveals a strong thrust in the direction of demonstrated teacher performance of

research-identified teaching behaviors. Though the term is seldom used in describing the programs, they are in fact performance-based. Vocational teacher education is advanced in PBTE, and now needs to adjust content and procedures to accommodate the new and significant movement in Florida.

All of this calls for thorough planning for the future of vocational teacher education in the State. Without such planning, teacher education institutions and professionals will constantly be in a position of reacting to rapid change; trying uncomfortably to keep up with the needs of vocational teachers. With planning, up-to-date information, and organized effort, vocational teacher educators can take a pro-active stance, helping to lead the entire profession in the way it needs to go.

Current and relevant information about the present status of teacher education is a basic requirement for intelligent decision making. We should know how far teacher education programs have proceeded toward full implementation of PBTE, and exactly what is yet to be accomplished. In order to do that, we must have a very specific description of what an operational PBTE program looks like, what documents it uses as a basis for its work, and how it operates in its day-to-day interaction with students, institutional administration, and outside agencies.

To plan for the future of PBTE, we must also have accurate information about the State's vocational teacher educators, for it is they who will determine the direction and set the speed for reform and change. What is their acceptance and knowledge of PBTE and CBVE? What expertise do they have in these areas that they can share with colleges, universities, and school systems? What is the status of the profession in terms of change caused by retirement or program attrition or expansion?

Information about vocational teacher education now available is becoming quite dated, and less useful. The latest data-collection study was completed in 1977. The Status Study of Vocational Teacher Education in Florida, was conducted by Rex Toothman of the University of South Florida. This was a comprehensive study, designed as a basis for the development of a "Master Plan" for vocational teacher education in the State. Though the master plan did not in fact materialize, the data contained in the study has been of considerable value for a number of purposes.

OBJECTIVES

As given in the Request for Proposals (RFP) developed by the Division of Vocational Education, there were three general objectives for this study. The objectives were stated as follows:

1. To identify the need (gap between "what is" and "what should be") in performance-based vocational teacher education within the State University System of Florida.

2. To develop a demographic profile on each Florida vocational teacher educator by area of expertise.

3. To determine the extent of preservice and inservice support (number of person hours, nature of instruction, program area, etc.) available to local education agencies and vocational teachers.

Because of the nature of the study, specific objectives were not developed at the inception. They grew informally out of the activities of the committee as it met to work on the general goals.

ACTIVITIES

The activities of this study were carried out by a group of Florida vocational teacher educators, meeting as a total group or as small subcommittees. The members of the PBTE Steering Committee, as it was known, were selected by the Bureau of Vocational Research, Dissemination and Evaluation of the DVACE. Membership of the committee was the same as for the preceding project, so there was great continuity in the progression of tasks. Members were selected from a list of nominees solicited from all Florida vocational teacher educators. In general, the criteria for selection were:

- Knowledgeable about PBTE and CBVE, and interested in fostering this approach to teacher education and vocational instruction.
- In a position of leadership in the State of Florida, and influential with other vocational educators.
- Representative of the institutions in the State University System.

The members of the PBTE Steering Committee were:

Mr. Clarence Collier
Adult and Vocational Education
University of South Florida

Dr. H. C. Beacham
Industrial Education
Florida A & M University

Dr. C. E. Beeman
Agricultural Education
University of Florida

Dr. Leroy Buckner
Marketing and Distributive Education
Florida Atlantic University

Dr. Myrna Crabtree
Home Economics Education
Florida International University

Mrs. Evelyn Davis
Business Education
University of West Florida

Dr. Hugh Hinely
Comprehensive Vocational Education
Florida State University

Dr. Robert Paugh
Industrial Education
University of Central Florida

Dr. S. E. Russell
Vocational Education
University of North Florida

In addition, two persons served as reviewers. They participated in the discussions of the Steering Committee and reviewed the work produced. The reviewers were: Dr. Glen E. Fardig, Vocational Education, University of Central Florida; and Dr. Robert Lathrop, Center for Studies in Vocational Education, Florida State University. Ms. Donna J. Davis, graduate student at Florida State University, worked as a member of the project staff.

Meetings of the Steering Committee were held on a regular basis, and were a full day each. In addition, subcommittee meetings were scheduled as needed to work on specific tasks. Agendas and meeting summaries are given in the Appendix.

Criteria for Programs

The primary work of the Steering Committee was to produce a document presenting the criteria for fully functioning performance-based teacher education programs in Florida. This was accomplished in several stages. The first stage involved a review of the professional literature related to the description and evaluation of PBTE programs. Of particular value and relevance were documents by Robert Houston, et. al., and Helen Lipscomb. In her dissertation, Lipscomb identified and validated 82 criteria for describing a competency-based teacher education program in Florida. These criteria were used as a basis for much of the discussion of the Committee. The Houston monograph consists of a set of criteria designed to be useful in helping program planners and administrators define competency-based education in the context of their institutional situations. The instrument appears in two forms: a succinct short format, and an amplified format in which each of the criteria is accompanied by a series of indicators, with a rating scale and descriptions. The Houston format was adopted by the Steering Committee as being particularly clear and useful for its purposes.

Several versions and refinements of the PBTE program criteria were produced. At an early stage, the proposed criteria were submitted by mail to Florida vocational teacher educators for review and critique. This generated a small number of comments and recommendations, which were duly considered by the Committee. It is thus apparent that the final result is not the work of an individual or small group, but the consensus of many Florida vocational teacher educators sharing their knowledge and expertise.

In order to make the document more useful for self evaluation purposes, it was decided to add criteria indicators for each criterion statement. These indicators elaborate and describe in more specific terms the characteristics of a fully functioning PBTE program. Depending on the extent of specificity needed, from two to seven indicators were developed for each criterion by project staff. This newly expanded version was again submitted to the Steering Committee for discussion and revision.

The completed draft was delivered to the Center for Studies in Vocational Education, Florida State University for production. Staff of the Center gave the document final editing, designed the format for readability and attractiveness, and prepared it for printing. A copy of the document, "Performance-Based Vocational Teacher Education in Florida: Criteria for

Programs," is included in the Appendix. A companion document, a self-study instrument derived from the criteria, is now being produced.

Florida Vocational Teacher Educator Information Survey

In the course of this project it became evident that vocational teacher educators would need to make great efforts, both in their own institutions and in cooperation with Florida schools, for the potential benefits of PBTE and CBVE to be realized. Teacher education programs need to be revised and refined, instructional materials written, vocational teachers and other school personnel trained, and administrative procedures reorganized to meet the demands of this approach to vocational education. All the resources available need to be marshaled and deployed efficiently, and plans for future work need to be developed.

Vocational teacher educators are a significant human resource for this purpose, and should be used effectively if continued progress is to be made. Information about Florida vocational teacher educators is, however, presently out-of-date and inadequate. The latest available information was collected and summarized in a study conducted in 1977. It was therefore decided to mount a new study of vocational teacher educators to gather current data. These data could be valuable in serving several purposes: (1) knowledge of the educational background and experience of teacher educators can be used to identify individuals who can contribute to specific aspects of the PBTE/CBVE effort, (2) staff development activities can be planned and provided to foster the professional growth of teacher educators, and (3) projection of numbers of retirements within this professional group can be of assistance in planning for recruitment and replacement.

The Steering Committee, responding to the need as presented by Dr. Dave McOuat, determined to undertake a survey of all Florida vocational teacher educators. A data-collection instrument was to be developed, and the survey conducted by mail. The collected data was to summarized and analyzed by the Division of Vocational, Adult, and Community Education.

Work on the survey instrument was a main concern of several meeting of Committee members. The instrument went through several design phases before being finalized. In its completed form, the instrument asks for information about the respondent's educational background, occupational service area, and degrees; present employment status and professional responsibilities; retirement status; areas of particular academic strength, especially as related to CBVE; and staff development activities of interest. The survey form includes 17 items, and is designed to make it easy for the respondent to complete. A copy of the Florida Vocational Teacher Educator Information Survey is included in the Appendix.

The draft instrument was forwarded to the Center for Studies in Vocational Education for final editing and duplication. Along with a cover letter from the Director of Vocational Education and a letter from the project director, the survey instrument was mailed to the 88 vocational teacher educators in the latest directory furnished by the DVACE. Complete results and a summary report are expected to be made available by August 1985.

Summary

This project has resulted in two major products and a number of minor outcomes, all of which should be of benefit to Florida's performance-based vocational teacher education effort in particular, and vocational education in general. The document on criteria for PBTE programs is now available to vocational teacher education institutions and agencies, and to the Florida State Department of Education. In its present form it can be used for a number of purposes: (1) to serve as an information base for vocational teacher educators and program planners as they seek to become better informed about PBTE, (2) to be used as training material for education professionals preparing to become vocational teacher educators, (3) to serve as a guide to vocational teacher education personnel in universities and local agencies as they plan, implement, and improve the teacher education programs, (4) to be used as a basic document by State Department and DVACE personnel as they revised and update accreditation and program approval standards. However, the criteria are not intended to be used as program standards as of themselves.

The Florida Vocational Teacher Educator Information Survey will form the basis for a continuing study of teacher educators. The data now being collected will be used to determine: (1) the education background and expertise of vocational teacher educators, (2) their plans for future professional development, (3) their particular interests and future goals, (4) their academic and retirement status, and (5) their ability to assist school districts with the implementation of CBVE. This data, when analyzed, should be of value to the DVACE and the profession in planning staff development activities, utilizing the human resources of vocational teacher education to further the CBVE effort, and planning for future teacher educator replacement needs.

In addition, the CBVE Steering Committee members themselves, and the institution they represented, have also benefitted. Through discussion and reading of background material, the committee members have become better informed about the principles of PBTE and CBVE, and about the implementation process. In some cases they have become advocates in their own spheres of influence. The techniques and procedures utilized in this project have value in planning for other aspects of PBTE/CBVE to be undertaken by the Division of Vocational, Adult, and Community Education. These documents and procedures thus form integral parts of the overall effort by the DVACE to develop the crucial and urgently needed comprehensive plan for PBTE/CBVE in the State of Florida.

APPENDICES

Appendix A

Meeting Agendas

Appendix B

Meeting Notes

Appendix C

Results of Survey of Teacher Educators

Appendix D

PBTE Position Paper

Appendix E

PBTE Criteria for Programs

Appendix F

Florida Vocational Teacher Educator Information Survey Form

APPENDIX A

AGENDA

PBTE Steering Committee
November 18, 1983

Tampa/Marriott Host Hotel
Hernando Room

9:00 AM - 9:30 AM	*Introductory Remarks (Dave McOuat)*
9:30 AM - 10:30 AM	*Sharing of Input Received on Position Paper and Indicators (Committee Members)*
10:30 AM - 12:00 Noon	*Discussion and Refinement of Position Paper and Indicators*
12:00 N - 1:00 PM	*Lunch (on your own)*
1:00 PM - 1:30 PM	*Discussion: Strategies for PBTE Self-Study*
1:30 PM - 2:00 PM	*Review of Previous Efforts and Discussion of Purposes for Demographic Profile (Glen Fardig)*
2:00 PM - 3:00 PM	*Discussion: Strategies for Collecting Demographic Information*
3:00	*Adjournment*

PBVTE Steering Committee Meeting
Tampa Marriott Host Hotel
Lee Room
February 17, 1984

A G E N D A

9:30 - 10:00 AM	Program of Work	Dave McOuat
10:00 - 11:00 AM	Position Paper: PBVTE in Florida - Review and Discussion	Dave McOuat
10:30 - 11:30 AM	PBVTE Criteria - Review and Discussion	Hugh Hinely
11:30 - 1:00 PM	Lunch	
1:00 - 2:00 PM	Procedures for PBVTE Self-Study Instrument: Progress Report	Hugh Hinely
2:00 - 3:00 PM	Teacher Education Institution Profile: Preservice and In-Service Training Potential	Glen Fardig
3:00 - 3:30 PM	Discussion	
3:30 PM	Adjourn	

AGENDA

PBVTE Steering Committee
Tampa Marriott Host Hotel - Polk Room
May 9, 1984

9:00 - 9:15 AM	Review of responses to Position Paper/Criteria survey	Dave McOuat
9:15 - 9:45 AM	Discussion	
9:45 - 10:30 AM	Florida Vocational Teacher Education Information Form (for surveying preservice and inservice potential)	Glen Fardig
10:30 - 10:45 AM	Discussion on utilization of form	
10:45 - Noon	Review of PBVTE Assessment Instrument	Hugh Hinely
Noon - 1:00 PM	Lunch	
1:00 - 3:30 PM	PBVTE Assessment Instrument - Review and Discussion	Hugh Hinely

APPENDIX B

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

Joe D. Mills
Director
Division of Vocational Education

February 24, 1984

MEMORANDUM

TO: PBVTE Steering Committee

FROM: Dee Wilder

SUBJECT: Meeting held February 17, 1984

Members Present: Dr. Hinely, Dr. Fardig, Dr. Crabtree, Mr. Collier, Dr. Buckner, Dr. Beeman, Mrs. Davis, Dr. Paugh, Dr. Russell

Members Absent: Dr. Beacham, Dr. Lathrop

Also Present: Dr. Wilder, Dr. McOuat, Ms. Donna Davis

Dr. McOuat reviewed the tentative program of work for the PBVTE Steering Committee. Ms. Donna Davis, FSU Graduate Assistant who is constructing a draft self-study instrument, was introduced. Dr. McOuat reported on the meeting of the position paper sub-committee and reviewed the suggested changes to the paper. An edited draft of the position paper was shared with committee members. It was suggested that all members carefully review the edited draft following the meeting to determine whether they were in agreement with editorial changes suggested by CSVE editors. Comments are to be received by Dr. McOuat within one week.

Committee members discussed the need for review/consideration of the position paper by FAVATE members at their Spring meeting. The committee agreed on the need to obtain endorsement of the paper by FAVATE members as well as those teacher educators who are not members of that professional organization. It was suggested that appropriate Deans and Assistant Deans be invited to attend the Spring FAVATE meeting since several timely issues are scheduled for discussion at that time (ex: ramification of RAISE legislation, etc.).

Dr. Hinely reported on the January 20th meeting of the criteria sub-committee. Donna Davis reviewed the committee's suggested modifications with the entire committee. The committee requested that Dr. McOuat prepare a reaction/response form with a Likert-type scale to secure endorsement of the position paper. In addition, it was recommended that a cover letter from Mr. Joe Mills accompany the response form.

Donna Davis reported that she was completing a search/review of background information and was ready to begin construction of a draft instrument for the self-study. A first draft will be presented to the committee at their next meeting.

Dr. Fardig reported that he had begun to devise an instrument to examine the state-of-the-art in preservice and inservice vocational teacher training in Florida. The proposed teacher educator survey will reveal (1) general information on vocational teacher educators, (2) what services each can deliver to improve programs and move forward with CBVE/PBVTE, and (3) areas of need for fostering the advancement of CBVE/PBVTE in vocational programs in Florida.

The survey should also yield information on how vocational teacher education in Florida will change in the next 5-10 years and additional training needs of vocational teacher educators. Committee members reviewed the tentative teacher educator information form and made suggestions for additions, deletions, and improvements.

The next meeting of the full PBVTE Steering Committee will be on Wednesday, April 18, 1984, in the Lee Room, Tampa Marriott Hotel.

The meeting adjourned at 3:30 p.m..

cc: Dr. Patsy Agee
Dr. Helen Lipscomb

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

May 15, 1984

MEMORANDUM

TO: PBVTE Steering Committee

FROM: Dee Wilder

SUBJECT: Meeting held May 9, 1984

Members Present: Dr. Beeman, Dr. Lathrop, Dr. Fardig, Dr. Hinely, Dr. Beacham, and Dr. Crabtree

Members Absent: Mrs. Davis, Dr. Russell, Dr. Paugh, Mr. Collier, and Dr. Buckner

Also Present: Dr. McOuat, Dr. Wilder, Dr. Ferqueron and Dr. Lipscomb

Dr. McOuat reviewed the responses to the Position Paper/Criteria survey per the attached summary. It was stressed that continued efforts to encourage and secure responses would be desirable.

Dr. Lipscomb reported on tentative plans for a meeting of the Florida Association of Adult and Vocational Teacher Educators (FAVATE) during the Annual August Workshop in Orlando. That meeting is tentatively scheduled for Tuesday, August 7, from 3:30-5:00 p.m..

Dr. McOuat discussed the importance of the need for a published document to demonstrate that teacher educators are committed to moving forward with PBVTE. Following a brief discussion, the committee decided to proceed with printing of the position paper and criteria for possible distribution as early as the August meeting.

Dr. Fardig presented a second draft of the Vocational Educator information form. The DVE proposes to use this form periodically to survey preservice and inservice potential within Florida. As was discussed at the previous meeting, the information will supplement and update that which was collected earlier by Dr. Rex Toothman. Committee members provided input for further refinement of the survey form.

Dr. Hinely led a discussion on the items in the PBVTE Assessment Instrument (self-study). Since the meeting adjourned prior to completion of this task, it was recommended that an additional meeting be scheduled in Tallahassee in June to allow the sub-committee members to complete review and refinement of the self-study instrument. This companion instrument will also be duplicated and shared as a working document for program improvement within the State University System vocational teacher education programs.

Please note the following tentative dates on your calendar:

June 15, 1984 - Refinement of Self-Study Instrument, 8:30 - 11:30 AM
(Tallahassee - 426 Collins Bldg.)

August 7, 1984 - FAVATE meeting, 3:30 - 5:00 PM
(Orlando)

The meeting adjourned at 3:15 p.m..

Enclosures

cc: Dr. Ferqueron
Dr. Agee
Dr. Lipscomb

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

November 29, 1983

MEMORANDUM

TO: PBTE Steering Committee

FROM: Dee Wilder DW

SUBJECT: Meeting held November 18, 1983

Members Present: Dr. Hinely, Dr. Fardig, Dr. Crabtree, Mr. Collier, Dr. Ervin Emery (for Dr. Buckner), Dr. Beeman, Dr. Beacham, Mrs. Davis, Dr. Lathrop.

Members Absent: Dr. Paugh, Dr. Russell

Also Present: Dr. Wilder, Dr. McOuat

The PBTE Steering Committee met on Friday, November 18, 1983, in the Hernando Room at the airport. Members reported on the input received on the position paper and indicators. The majority of faculty members responded favorably toward the material shared. Suggestions for changes were discussed and recorded.

Incorporation of input shall be the responsibility of the Position Paper Sub-Committee, chaired by Dr. McOuat and consisting of Carl Beeman, Myrna Crabtree, Bob Paugh, and Evelyn Davis. Likewise, the Criteria Sub-Committee will consider suggestions for condensing and refining the indicators. Committee members are Hugh Hinely, Evelyn Davis, Sam Russell, and Leroy Buckner.

The Committee discussed possible strategies for determining the state-of-the-art in PBTE by university. This activity would allow the committee to begin to describe the need and would serve as input for planning by each institution. It was decided that various committee members would explore securing a graduate student with a background in instrument design to assist with the details of the proposed self-study.

Dr. Fardig reviewed earlier efforts by Rex Toothman and Hollie Thomas and summarized, for the benefit of the committee, significant portions of the studies which should to be considered as the committee proceeds with its planning. Committee members agreed that a summary of the self-study, updating the earlier information, would be useful to coordinating councils as well as many others.

Affirmative action/equal opportunity employer

The issue of whether or not to secure demographic information on each teacher educator was discussed. The purpose of such a study would be to outline exactly what human resources are available in Florida for delivery of preservice and inservice in vocational education. It was decided that Dr. McOuat and Dr. Fardig would examine the rationale for specific questions to be answered by the survey and provide a progress report at the next meeting.

The next meeting is tentatively scheduled for February 17, 1984, in Tampa at the Marriott Hotel/Airport in the Lee Room. Sub-committees will meet in a work session prior to that time according to the following schedule:

Indicators Sub-Committee (location: Tallahassee, 426 Collins Building)	Friday January 20, 1984 9:00 AM - 3:00 PM
Position Paper Sub-Committee (location: Tampa)	Friday January 27, 1983 9:00 AM - 3:00 PM

The meeting adjourned at 3:15 P.M.

DW/w

cc: Dr. Patsy Agee
Dr. Helen Lipscomb

APPENDIX C

PBVTE Position Paper/Criteria Survey: 1984

SURVEY RESPONSE FROM:	(N)	PP Strongly Endorse	CR Strongly Endorse	PP Endorse	CR Endorse	PP Serious Reservation	CR Serious Reservation	PP Unwilling to Endorse	CR Unwilling to Endorse	TOTAL Rec'd
Florida A&M University	13	5	4	2	3					7
Florida Atlantic University	2							1	1	1
Florida International University	9	3	3	2	2					5
Florida State University	10	4	3	2	3	1	1			7
University of Central Florida	6	3	2		1					3
University of Florida	11	1	1	6	6					7
University of North Florida	3	3	3							3
University of South Florida	14	1		7	8	1	1			9
University of West Florida	9	2	2	2	2					4
Institution Unknown				1	1					1
TOTAL	77	22	18	22	26	2	2	1	1	47

Key:

(N) = Total survey instruments mailed
PP = Position Paper
CR = Criteria for Describing and Assessing PBVTE

5/6/84

APPENDIX D

APPENDIX E

APPENDIX F

FLORIDA VOCATIONAL TEACHER EDUCATOR INFORMATION SURVEY

Please complete and mail this survey to:

Dr. Glen E. Fardig
University of Central Florida
P.O. Box 25000
Orlando, FL 32816

NAME _____

INSTITUTION OR AGENCY _____

OFFICE ADDRESS _____

_____

_____

1. Your occupational service area:
   - ☐ Agriculture Education
   - ☐ Business and Office Education
   - ☐ Diversified Education
   - ☐ Marketing and Distributive Education
   - ☐ Health Occupations Education
   - ☐ Home Economics Education
   - ☐ Industrial Arts Education
   - ☐ Public Service Education
   - ☐ Trade and Industrial Education
   - ☐ Technical Education
   - ☐ Other (specify) _____

2. Contract Period:
   - ☐ Full time, 12 months
   - ☐ Full time, 9 months
   - ☐ Part time, (specify percent) _____

3. Academic Rank:
   - ☐ Professor
   - ☐ Associate Professor
   - ☐ Assistant Professor
   - ☐ Instructor
   - ☐ Adjunct
   - ☐ Other (specify) _____

4. Degrees earned (list all that apply):

YEAR	DEGREE	STUDY AREA (major and significant minor)
____	A.A.	_____
____	B.A. or B.S.	(major) _____
		(minor) _____
____	M.A. or M.S.	(major) _____
		(minor) _____
____	Ed. Specialist	(major) _____
		(cognate area) _____
____	Ed.D. or Ph.D.	(major) _____
		(minor) _____
____	Other (specify)	_____

continued

5. Are you pursuing an additional degree or other formal education at this time?
☐ No ☐ Yes (describe) _____

_____

6. Significant past professional employment (such as personnel training, curriculum development) that contributes to your role as a vocational teacher educator:

DATES	EXPERIENCE
_____	_____
_____	_____
_____	_____
_____	_____

7. Employment status:
☐ University or college line position
☐ Grant position
☐ Other (specify) _____

8. Are you in a tenure-earning position?
☐ No ☐ Yes

9. Do you now hold tenure?
☐ No (year eligible to apply _____) ☐ Yes (year granted _____)

10. Current regular assignment (excluding overload):

A. _____% Vocational teacher education
_____% Nonvocational education
= 100 %

B. Of your vocational education assignment:
_____% General vocational education
_____% Your specific occupational service area (as shown in Question 1)
= 100 %

C. Of the total in A above:
_____% Classroom teaching
_____% Supervising interns
_____% Supervising graduate students
_____% Research and development
_____% Administering the program
_____% Conducting inservice education activities
_____% Other (specify) _____
= 100 %

11. Average number of clock hours per month spent in inservice training for vocational educators (i.e., away from main or branch campuses; either regular assignment or overload):
_____ Number of clock hours per month

continued

12. Number of years in the Florida retirement system:

- ☐ 0–4
- ☐ 5–9
- ☐ 10–14
- ☐ 15–19
- ☐ 20–24
- ☐ 25–29
- ☐ 30 or over

13. Number of years in teacher education in states other than Florida:

_____ Years State: _____

_____ Years State: _____

_____ Years State: _____

_____ Years State: _____

14. Your age group:

- ☐ 20–29
- ☐ 30–39
- ☐ 40–49
- ☐ 50–59
- ☐ 60–69
- ☐ 70 or over

15. Your particular academic strengths (list all that apply):

- ☐ Undergraduate teaching (specify areas) _____
- ☐ Graduate teaching (specify areas) _____
- ☐ Doctoral supervision (specify areas) _____
- ☐ Research (specify areas) _____
- ☐ Curriculum development (specify areas) _____
- ☐ Administration of vocational teacher education _____
- ☐ Vocational administrator education _____
- ☐ Inservice or outreach activities (specify) _____
- ☐ Performance-based vocational teacher education _____
- ☐ Other (specify) _____

continued

16. In which of the following areas are you willing to assist local education agencies in implementing competency-based vocational education (CBVE)?

- ☐ CBVE program model design
- ☐ CBVE administration procedures
- ☐ CBVE classroom management and student assessment
- ☐ Design and production of CBVE student learning guides
- ☐ CBVE program evaluation
- ☐ Occupational analysis and identification of competencies
- ☐ Other (specify) _____
- ☐ None of the above

17. What staff development activities would be beneficial to you in keeping up to date in the profession?

Check (✓) the topics in which you are interested.
Double check (✓✓) any topics that are of high priority to you.

- ☐ Performance-based vocational teacher education (PBVTE)
- ☐ Competency-based vocational education (CBVE)
- ☐ Florida Beginning Teacher Program
- ☐ Florida Performance Measurement System
- ☐ Florida Council on Education Management
- ☐ Microcomputers in teacher education
- ☐ Vocational student organizations
- ☐ Proposal writing, grantsmanship
- ☐ DACUM analysis process
- ☐ V-TECS curriculum analysis
- ☐ Current education studies and legislation
- ☐ Futuring
- ☐ Leadership skills
- ☐ Production and use of media and learning resources
- ☐ Communication and public relations skills
- ☐ Teleconferencing
- ☐ Administrator extern training
- ☐ Other (specify) _____

_____

_____

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PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION IN FLORIDA

A POSITION PAPER

1984

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PBVTE

A POSITION PAPER 1984

INTRODUCTION

The purpose of this paper is to describe a philosophical foundation on which a strong, enduring structure of vocational teacher education can be built. It sets forth the basic principles and practices of performance-based teacher education as they are presently understood and supported by Florida vocational teacher educators. In addition to defining the position of informed vocational educators, the paper also attempts to project future growth and development in terms of that position.

As performance-based vocational teacher education continues to develop in the state, the conceptual soundness of any new plans should be judged against the professional positions enunciated here. There is no intent, however, to describe a specific acceptable program design, a particular management system, or an ideal instructional mode.

This paper will use the term *performance-based* education because: (1) it is accepted by the authoritative American Association of Colleges for Teacher Education, (2) it is recognized by most vocational educators through its use in nationally known instructional materials, and (3) it focuses on the educator's professional *performance* as the indicator of proficiency. In this view, the ultimate consideration of teacher education is the behavior or performance of the teacher as it affects student progress.

For simplicity, this paper refers to teacher education, but the principles of the performance-based approach have far wider application. Vocational administrators, curriculum specialists, support personnel, and others can all benefit from this educational structure. In addition, performance-based education is appropriate at many levels: preservice programs, inservice staff development, and vocational graduate study.

PRINCIPLES

Performance-based vocational teacher education (PBVTE) is a systematic approach to the professional preparation of vocational educators. Its foundation rests on research that has identified the cognitive, psychomotor, and affective competencies essential to a teacher's success in the classroom, in the laboratory, and in the community. These competencies form the content of the teacher preparation program. The main tenet of PBVTE is that if successful vocational teachers must possess certain skills, then teachers, whether at the preservice or inservice level, must be provided the instruction, counsel, practice, and assessment they need in order to demonstrate proficiency in these skills.

Five elements of performance-based teacher education are now almost universally accepted as essential. A vocational teacher education program cannot be said to be fully performance-based unless it shows evidence of all these elements:

1. *The competencies* the learner is to achieve are, to the extent possible, research-identified, specified in performance terms, and made public in advance of instruction.
2. *The criteria* for assessing the learner's achievement of the competencies are explicitly stated, specify the level of mastery required, and are made public in advance of assessment.
3. In *the assessment* of the learner's proficiency, actual performance is the primary objective evidence.
4. *The instructional program* provides for development and assessment of each competency specified in the program.
5. *The learner's rate of progress* through the instructional program depends on the attainment and performance of specified competencies.

There are, in addition to these five essential elements, a number of implied or desirable characteristics of PBVTE. While not considered basic to the performance-based approach, they almost always occur in a fully functioning PBVTE program. Among the desirable characteristics are the following:

- The emphasis of instruction is on individual accomplishment.
- The program is extensively field centered to enhance realism.
- Instructional materials are often modularized for flexible teaching and learning, though other modes may also be used.
- An emphasis is placed on realistic and established exit requirements for the learner.
- The learner is considered to have completed the program only when he or she has demonstrated the required level of performance for each of the specified competencies.

PROGRAM COMPETENCIES

The competencies for a PBVTE program must be derived from an explicit conception of the teacher's role and must use the best available research results. Even though understanding of the specific teacher behaviors that lead to student learning is as yet imperfect, effective PBVTE programs can be founded on present knowledge, and programs can be modified and improved in response to new reseach. While all teacher education institutions and agencies will use some of the same research base, each institution will analyze, select, and organize professional competencies according to the requirements of its vocational service areas, its students, and its school and community setting.

The emphasis on rigorously identified competencies in PBVTE programs imposes certain constraints and responsibilities. Inasmuch as the prescribed competencies have been defined as essential to successful teaching, all teachers must, in their initial preparation, achieve proficiency in all the competencies. However, advanced and rapid learners may also receive more personal program planning. Teacher educators, for their part, are responsible for making their instruction and evaluation specific to each competency. Though PBVTE program content is systematically prescribed, vocational educators have great latitude in choosing modes of instruction and strategies. Rigorous specificity of content and criterion-based evaluation of learners are in no way infringements of academic freedom but a vital professional obligation.

STUDENT ASSESSMENT

In PBVTE programs, assessment criteria are objective and specific. This unique characteristic gives PBVTE a great deal of its strength. Learners know the specific behaviors, as well as the level of performance, they must demonstrate. Much good work has already been done in identifying performance criteria that can be directly observed and rated—performance criteria that are thus valid indicators of effective teaching.

Even with this progress, however, the work of identifying criteria must continue if PBVTE is to reach its full potential. Teacher assessment in PBVTE is admittedly difficult. Because the emphasis in performance-based education is on the application of knowledge, with a corresponding reduction in emphasis on simple recall of facts and ideas, assessment techniques must rely less on paper/pencil tests of knowledge. It is therefore important not only that objective criteria be identified, but that a wide range of criterion-based evaluation techniques be used to assess competence in the cognitive, psychomotor, and affective domains.

In addition, assessment in an actual school or community teaching situation is the ideal for program management. Increased understanding and cooperation among those involved (university staff, school personnel, and state department employees) is needed to make this ideal field-based program a reality. In the interim, PBVTE programs can justifiably conduct learner assessment in simulated settings that reflect actual teaching situations as closely as possible. Assessment can readily be based on content and procedure related to the learner's own subject matter field and level of instruction.

INSTRUCTIONAL PROGRAM

A PBVTE instructional program is designed to be both rigorous and efficient; by clearly relating cognitive learning to performance, the program leads the learner directly to the achievement of the identified teaching competencies. In PBVTE, the instructional design of input information, comprehension, modeling, and guided practice must be directed to the target competencies, and thus vocational teacher educators will need to make some discerning decisions to ensure that their instruction fulfills this requirement for learners. However, instruction may well take a variety of forms, including independent study, tutorials, regular classes, seminars, field-based instruction, or various combinations of these and other modes of delivery. Individualized, self-contained instructional modules can be used with all these modes and are of value in making possible field-centered and self-paced instruction.

The idea that learners progress through the program at their own best rate grows out of the other essential elements of PBVTE. Logically, if there are identifiable teaching skills, if learners must achieve these skills in order to be successful vocational educators, and if individuals learn at different rates, then a self-paced program becomes highly desirable. A tenet of PBVTE is that when a learner has mastery of a given competency based on appropriate assessment, he or she progresses to other competencies. Self-paced progress, it should be noted, does not mean the exclusion of group activities and interaction; neither does it imply that the learner has an unlimited amount of time. Self-pacing is particularly appropriate to inservice and staff development programs, but it can also form an integral part of preservice education if carefully managed within a specified time period.

RELATION TO COMPETENCY-BASED VOCATIONAL EDUCATION

Performance-based teacher education and competency-based vocational education (CBVE) in the schools share the same basic principles. There are, however, differences in terminology, target groups, and content that affect program design and delivery. CBVE's target group is secondary and postsecondary vocational students, while that of PBVTE is vocational educators both pre- and inservice. The content of CBVE is derived from occupational skills, while PBTVE focuses on professional and pedagogical competencies.

Because they share the same principles and practices, the development of PBVTE and CBVE should proceed concurrently and cooperatively; they are, in fact, simply individual elements of an integrated whole. Some aspects of CBVE that affect vocational teacher education are:

- Vocational teacher educators must be thoroughly conversant with the concepts of CBVE. They will need to help classroom teachers look upon the advent of CBVE as a great opportunity for curriculum advancement, one that will help them produce more effective workers.
- Some universities may find it necessary to revise their vocational teacher education curricula to include the special competencies or skills that teachers need to initiate and manage CBVE programs.
- The performance-based approach should be used to provide training for CBVE so teachers may themselves experience the methods they will use in their own CBVE programs.
- Vocational teacher educators should be prepared to work with school systems, community colleges, and the Department of Education to help design and implement competency-based occupational curricula. Teacher educators should be deeply involved in the research and development projects that will be needed to improve and extend competency- and performance-based education.
- University vocational education programs must be prepared to train a variety of groups of vocational educators for CBVE and other performance-based programs: preservice and inservice teachers, curriculum specialists, support personnel, and local vocational supervisors and administrators.
- For an indefinite transition period, teacher education programs will need to continue preparing teachers for conventional vocational programs, yet at the same time promote the teaching of the CBVE approach.

PBVTE AND LOCAL SCHOOLS

Performance-based teacher education programs are not conducted in isolation on university campuses but require cooperative action with local school districts, community colleges, and individual schools. For example, actual school classrooms and instructional agencies are used as sites for practice and assessment of teaching competencies. School personnel (supervisors, local directors, curriculum specialists), working cooperatively with university teacher educators, may serve as field resource persons and may assess students' competencies. Vocational administrators and support persons working in competency-based extern programs may use their own professional positions as individual training situations. District public schools, area vocational-technical centers, and community colleges may organize performance-based staff development programs, with the local teacher education institution delivering instruction and awarding credit.

At present, newly hired vocational teachers in secondary and postsecondary schools are involved in the Florida Beginning Teacher Program, and many vocational teacher educators are also participating as support team members. Florida's performance-based vocational teacher education programs should be designed to ensure that teachers succeed in the Beginning Teacher Program. Vocational teacher education curricula, in addition to preparing teachers to enter the profession and to initiate CBVE, should also incorporate instruction in the generic teaching competencies and the beginning teacher behavior indicators.

SUMMARY

Much work remains to be done in performance-based vocational teacher education, yet there is every indication that PBVTE is the direction for future progress. While founding its programs on accepted principles and practices of PBVTE, each teacher education institution has the responsibility to develop curricula responsive to the requirements of its vocational service areas, its student body, and surrounding school districts. Each institution need not, however, strive in isolation. Much developmental work has been accomplished, successful PBVTE programs are now in operation, and most implementation and management problems have been solved.

Vocational teacher educators in Florida must cooperate in the effort to make PBVTE and CBVE functioning realities throughout the state. Individual teacher educators must redouble their efforts, and institutions and agencies must increase their support of these educators. Vocational teacher education must reassert its leadership by becoming a vigorous and integral part of the Florida comprehensive plan for competency-based vocational education.

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Florida: A State of Educational Distinction. On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

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PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION IN FLORIDA

CRITERIA FOR PROGRAMS

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PREFACE

A major effort to implement competency-based vocational education (CBVE) is underway in the state of Florida, and thus it is increasingly important that Florida's colleges of education train vocational teachers in the CBVE system. Vocational teacher educators must become thoroughly conversant with CBVE, and students in their programs must learn the special skills needed to initiate and manage CBVE programs. One way to accomplish this goal is through performance-based vocational teacher education (PBVTE) programs in the colleges, for CBVE and PBVTE share the same basic principles: in a performance-based program, the learners in college experience the methods they will use as teachers in competency-based programs.

Because CBVE in Florida will have the greatest potential for success if teachers are trained through a performance-based delivery system, a group of professional vocational educators from the nine state universities met in 1983 and 1984 to prepare materials that would both define and help facilitate performance-based programs in the colleges. They created three documents: *PBVTE: A Position Paper*, which sets forth the basic principles of performance-based vocational teacher education; *PBVTE: Criteria for Programs*, which lists the necessary elements of a performance-based program; and *PBVTE: A Self-Study Instrument*, which allows teacher educators to assess their programs in terms of the PBVTE criteria.

The *Criteria for Programs* is a response to teacher educators' request for a specific description of what constitutes a performance-based teacher education program. In developing this document, the PBVTE Steering Committee followed as a model the *Criteria for Describing and Assessing Competency-Based Programs* published by the National Consortium of CBE Centers (1974). The criteria are organized into five sections—competency specifications, instruction, assessment, governance and management, and the total program—and indicators are specified for the assessment of each criterion.

The State University System is charged with providing competent vocational teachers, and the PBVTE Steering Committee hopes that vocational teacher educators throughout Florida will use the *Criteria for Programs* and the *Self-Study Instrument* to assist in improving vocational teacher education programs statewide.

Criteria	Indicators
COMPETENCY SPECIFICATIONS	
1.0 Competencies are (a) derived from the professional roles and responsibilities that research has determined are important to vocational educators and (b) specific to the program rationale.	**1.1** The rationale (purposes and needs) for the program and competencies is specified in writing.
	1.2 Assumptions about the learners' professional roles, the program constraints, and the learning and instructional principles are explained in writing and support the program rationale.
	1.3 Each competency in the program is derived from research.
	1.4 Each competency in the program can be linked to the rationale.
	1.5 Program staff can describe the rationale and link competencies to it.
2.0 Competency statements describe expected performance of a teacher's functions. Such statements *must* include knowledge, skills, and attitudes essential to the performance of those functions.	**2.1** Competency statements describe performance of a teacher's functions clearly and concisely.
	2.2 Competency statements include knowledge, skills, and attitudes.
3.0 Competencies are considered tentative predictors of professional effectiveness and are thus subjected to continual verification or validation.	**3.1** A plan to verify or validate competencies is evident.
	3.2 Competency statements are periodically analyzed and revised.
4.0 Competency statements facilitate criterion-referenced performance assessment.	**4.1** Competency statements include criteria (behavior, conditions of behavior, and level of performance) that meet acceptable standards.
	4.2 Criteria are based on available evidence concerning effective performance of teachers.
5.0 Competencies are specified and made public prior to instruction.	**5.1** All required competencies are specified in writing prior to instruction.
	5.2 Written statements of required competencies are provided to learners prior to each instructional unit.

	Criteria	Indicators
	6.0 Competency profiles specify minimum competencies but provide opportunity for learners to master more than the minimum.	**6.1** Both required and optional competencies are included in the program. **6.2** Written statements of required competencies and options are provided to learners prior to instruction. **6.3** Needs of each learner dictate program emphases. **6.4** Each learner's cognitive style, teaching setting, and area of instruction aid in determining program options.
INSTRUCTION	**7.0** The instructional program is derived from and linked to specified competencies.	**7.1** Learning outcomes are based on the program's competencies. **7.2** Enabling objectives (the knowledge, skills, and attitude components of a competency) are derived from an analysis of the specified competency. **7.3** Instructional activities are determined by the nature of the competency to be acquired.
	8.0 Instruction that supports competency development is organized into manageable components.	**8.1** The nature of the content determines the size and complexity of the instructional unit. **8.2** Instructional units are organized and partitioned to provide data and feedback on learners' progress. **8.3** Learners' experiences with an instructional unit are used to evaluate suitability of unit size.
	9.0 The instructional program accommodates learners' styles, sequence preferences, pacing, and perceived needs.	**9.1** Instruction provides alternative learning activities. **9.2** Program sequence includes a range of options. **9.3** Instruction is paced to each learner. **9.4** Learners have opportunities to express their own needs. **9.5** Learners have opportunities to assess the effectiveness of their preferred learning styles. **9.6** Instructional materials and equipment accommodate a variety of learning styles. **9.7** Some learning activities take place in school settings.

	Criteria	Indicators
	10.0 Learners' progress is determined by demonstrated competence.	**10.1** Learners are aware of the nature of the program competencies and the criteria for achievement. **10.2** Performance is the principal determinant of progress toward prescribed professional standards. **10.3** Learners are aware of how their performance compares to professional standards.
	11.0 Learners are informed of their progress in achievement of competencies throughout the program.	**11.1** Learners' progress records are kept and are frequently updated. **11.2** Learners' progress records are available to all those concerned with the learning process (learners, instructors, and advisers). **11.3** The instructional staff (instructors and advisers) and learners confer about the progress records at prescribed intervals. **11.4** Learners have opportunities to analyze and evaluate their own professional achievement.
	12.0 Learners' assessment of the instructional system is used to revise the system.	**12.1** Procedures have been established by which learners analyze and assess the instructional system. **12.2** Learners consider a wide range of data in analyzing the instructional system (learner time, instructor time, instructional resources, management needs, learner performance, etc.). **12.3** Data obtained from the learners' analysis of the instructional system are used to revise the system.
ASSESSMENT	**13.0** Competency measures are related to competency statements and performance objectives.	**13.1** Criterion-referenced performance objectives have been developed for each competency statement. **13.2** Competency measures are derived from the performance objectives. **13.3** Competency measures are logically and directly related to competency statements. **13.4** Competency measures consistently discriminate between those who are and those who are not proficient in a competency.

Criteria	Indicators
14.0 Competency is measured, to the extent possible, through observation of performance in actual teaching situations, using an assessment instrument.	**14.1** Competency measures are organized into practical assessment instruments. **14.2** Instruments used to measure performance have established reliability. **14.3** Assessment takes place when a learner indicates readiness to demonstrate competence. **14.4** When simulated teaching situations are required, they are as close to reality as possible. **14.5** Learners' performance of competencies is observed in varied situations.
15.0 Competency measures are sensitive to the context within which learners perform.	**15.1** Competency measures are developed or modified to be appropriate for learners' vocational program service areas. **15.2** Competency measures take into account the characteristics of the students (age, level, exceptionalities, etc.) with whom learners work. **15.3** Competency measures take into account the physical environment in which learners perform.
16.0 Competency measures and performance standards are specified and made public prior to instruction.	**16.1** Competency measures and performance standards are specified in writing prior to instruction. **16.2** Written statements of competency measures and performance standards are provided to learners prior to each instructional unit. **16.3** Learners can describe the procedures for demonstrating and measuring competencies.
17.0 Application of competency measures generates data that are manageable and useful for decision making.	**17.1** Data are collected and stored in easily retrievable form. **17.2** Data are reported at specified decision points. **17.3** Data are used in making program decisions. **17.4** Data are easy to interpret.

	Criteria	Indicators
GOVERNANCE AND MANAGEMENT	**18.0** Management responsibilities and procedures are clearly defined.	**18.1** Management decisions reflect the stated program philosophy and policy. **18.2** Decision making follows professionally recognized procedures. **18.3** Agencies or groups participating in the program are represented in policy decisions. **18.4** The person or group with responsibility for making a decision has the authority and resources to implement the decision.
	19.0 Administrative flexibility is sufficient to support the teacher education program.	**19.1** Adequate resources are provided for program development and improvement. **19.2** Administrative requirements are revised as necessary to support the program. **19.3** Academic requirements are revised as necessary to complement the program. **19.4** Faculty loads and responsibilities are adjusted in order to meet the needs of the program.
TOTAL PROGRAM	**20.0** Program staff's behaviors and attitudes parallel those desired of learners in the program.	**20.1** Instructional staff meet regularly to plan and implement team efforts. **20.2** Instructional staff use competency-based education principles in planning and implementing the total program of work. **20.3** Instructional leadership is both theoretically sound and directed toward practical teaching situations.
	21.0 The program provides instruction in a variety of appropriate settings.	**21.1** The program provides a variety of environmental settings appropriate to the abilities and learning styles of learners. **21.2** The program provides demonstration and application through field settings.

Criteria	Indicators
22.0 The program provides for staff orientation, assessment, improvement, and reward.	**22.1** Staff training components are competency-based. **22.2** Assessment of staff performance is regular, systematic, and based on identified criteria. **22.3** An individual's performance evaluation is used in planning work improvement. **22.4** The reward structure for instructional staff is consistent with PBVTE role descriptions, requirements, and development.
23.0 Research and dissemination activities are an integral part of the program.	**23.1** There is a research strategy for studying the effects of program changes. **23.2** Reports of completed studies are considered in revising programs. **23.3** There is a procedure for sharing research studies and obtaining results of other studies.
24.0 The program is planned and operated as a totally unified, integrated system.	**24.1** Each vocational program service area is planned as a part of the total PBVTE program. **24.2** Each vocational program service area includes management by objectives, a data collection system, and continual feedback to assess achievement of objectives. **24.3** Decisions in one vocational program service area are made with a consideration of the impact on the other programs.
25.0 Adequate resources and facilities are available for the program.	**25.1** Adequate resources are available to implement the program. **25.2** Adequate facilities are available to implement the program.
26.0 Preparing learners to establish and manage competency-based vocational education (CBVE) is integral to the program.	**26.1** The program includes competencies, with accompanying learning activities, in the establishment and management of CBVE programs. **26.2** Program staff communicate with individuals in school systems, business and industry, institutions, and agencies to identify current concerns in vocational education, to validate practices, to assess students' performance, and to verify instructional materials and practices.

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Florida: A State of Educational Distinction. On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

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